

Subject Code	ENGL2004
Subject Title	Analysis of English Pronunciation
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to help students explore the elements and structure of the English sound system, which include consonants, vowels, the syllable, word stress, and intonation. This subject also aims to raise learners' awareness of different features of the two major varieties of English: British English and American English as well as features of Hong Kong spoken English.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. read and use IPA symbols commonly used in dictionaries; b. display awareness of the segmental features of the English sound system; c. display awareness of the suprasegmental features of the English sound system; d. apply concepts to analyse their own and others' spoken English. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. learn autonomously and collaboratively; f. pursue life-long learning; g. understand the benefits afforded by information technology both to their studies and future career.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Sounds and Writing: Introduction to IPA (the International Phonetic Alphabet) 2. The English Consonants 3. The English Vowels and Diphthongs 4. The English Syllable Structure and Consonant Clusters 5. English Word Stress 6. English Intonation 7. Varieties of English: British English and American English

Teaching/ Learning Methodology	Interactive lectures will help learners explore the concepts used in the description and analysis of the English sound system. In the seminars, learners will have the opportunity to analyze speech samples, discuss issues arising from the application of these concepts to their own spoken English.																																																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="446 489 1385 1058"> <thead> <tr> <th data-bbox="446 489 695 703" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="695 489 865 703" rowspan="2">% weighting</th> <th colspan="7" data-bbox="865 489 1385 632">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="865 632 941 703">a</th> <th data-bbox="941 632 1018 703">b</th> <th data-bbox="1018 632 1094 703">c</th> <th data-bbox="1094 632 1170 703">d</th> <th data-bbox="1170 632 1247 703">e</th> <th data-bbox="1247 632 1323 703">f</th> <th data-bbox="1323 632 1385 703">g</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 703 695 846">1. Weekly seminar participation</td> <td data-bbox="695 703 865 846">10%</td> <td data-bbox="865 703 941 846">✓</td> <td data-bbox="941 703 1018 846">✓</td> <td data-bbox="1018 703 1094 846">✓</td> <td data-bbox="1094 703 1170 846">✓</td> <td data-bbox="1170 703 1247 846">✓</td> <td data-bbox="1247 703 1323 846">✓</td> <td data-bbox="1323 703 1385 846">✓</td> </tr> <tr> <td data-bbox="446 846 695 917">2. In-class quiz</td> <td data-bbox="695 846 865 917">40%</td> <td data-bbox="865 846 941 917">✓</td> <td data-bbox="941 846 1018 917">✓</td> <td data-bbox="1018 846 1094 917"></td> <td data-bbox="1094 846 1170 917">✓</td> <td data-bbox="1170 846 1247 917">✓</td> <td data-bbox="1247 846 1323 917">✓</td> <td data-bbox="1323 846 1385 917">✓</td> </tr> <tr> <td data-bbox="446 917 695 989">3. Term paper</td> <td data-bbox="695 917 865 989">50%</td> <td data-bbox="865 917 941 989">✓</td> <td data-bbox="941 917 1018 989">✓</td> <td data-bbox="1018 917 1094 989">✓</td> <td data-bbox="1094 917 1170 989">✓</td> <td data-bbox="1170 917 1247 989">✓</td> <td data-bbox="1247 917 1323 989">✓</td> <td data-bbox="1323 917 1385 989">✓</td> </tr> <tr> <td data-bbox="446 989 695 1058">Total</td> <td data-bbox="695 989 865 1058">100 %</td> <td colspan="7" data-bbox="865 989 1385 1058"></td> </tr> </tbody> </table> <p data-bbox="446 1115 1354 1184">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="446 1203 1354 1346">(1) Weekly seminar participation: Weekly reading and written tasks relevant to the topic delivered in the weekly lectures will be assigned to students. They are expected to prepare them and discuss the reading and exercises in the seminar classes to show their understanding.</p> <p data-bbox="446 1365 1354 1507">(2) In-class quiz: A short in-class written assessment task covering the materials covered in the first half of the course will enable students to show their ability to recognize IPA symbols, to show their understanding and the application of the concepts to authentic data.</p> <p data-bbox="446 1526 1354 1745">(3) Term paper: Students will be asked to make an audio recording of a diagnostic short passage at the beginning of this part of the subject. They will then apply the concepts and skills learned in this subject to analyse this piece of recording. Students will then write up a summary of the analysis of their own speech as the final term paper for this subject.</p>									Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Weekly seminar participation	10%	✓	✓	✓	✓	✓	✓	✓	2. In-class quiz	40%	✓	✓		✓	✓	✓	✓	3. Term paper	50%	✓	✓	✓	✓	✓	✓	✓	Total	100 %							
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Student Study	Class contact:																																																												

Effort Expected	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Weekly written tasks and reading	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Textbook</p> <p>Roach, Peter. (2009). <i>English Phonetics and Phonology</i>. 4th edition. Cambridge, UK: Cambridge University Press.</p> <p>Recommended reading</p> <p>Ashby, P. (1995). <i>Speech Sounds</i>. London & New York: Routledge.</p> <p>Brazil, D. (1994). <i>Pronunciation for Advanced Learners of English</i>. Cambridge: Cambridge University Press.</p> <p>Collins, Beverley & Mees, Inger M. (2003). <i>Practical Phonetics and Phonology: A resource book for students</i>. London & New York: Routledge.</p> <p>Gimson, A. C. (2001). <i>Gimson's Pronunciation of English (6th Edition)</i>. London: Edward Arnold. (Newest edition—7th Edition (2008) authored by Alan Cruttenden.)</p> <p>Jones, D. (1997). <i>English Pronouncing Dictionary (15th Edition)</i>. Edited by Roach, P. J. & Hartman, J. W., with J. Setter. Cambridge: Cambridge University Press.</p> <p>Kreidler, Charles W. (1989). <i>The Pronunciation of English</i>. Oxford: Blackwell.</p> <p>O'Connor, J. D. & Fletcher, C. (1989). <i>Sounds English: a pronunciation practise book</i>. London: Longman.</p> <p>Rogers, Henry. (2000). <i>The Sounds of Language: An Introduction to Phonetics</i>. Singapore: Pearson Education Ltd.</p> <p>Shockey, Linda. (2003). <i>Sound Patterns of Spoken English</i>. Cornwall: Blackwell.</p> <p>Wells, J. C. (2000). <i>Pronunciation Dictionary (2nd Edition)</i>. London: Longman.</p> <p>Useful links</p> <p>//dictionary.cambridge.org/</p> <p>//elc.polyu.edu.hk/CILL/pronunci.htm#Listen%20to%20a%20word</p> <p>//www.oup.com/elt/global/products/englishfile/englishfile1/z_pronunciation/</p>	

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Revised as of August 2017